A Study of the Role of Transformative Learning in Enhancing Values through English Textbooks at Secondary Level

A SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

to

Manav Rachna University

by

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Registration No. **MRUEDDN012K210031**

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It is the work that is expected to be carried out under the supervision of Dr. Akhilesh Kumar Dwivedi, Associate Professor, MRU.

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09/03/23

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ABSTRACT

Education is a powerful tool by which we can change the world. The advancement in technology, teaching pedagogy and latest developments have failed to make our young generations skilled enough to face the challenges of life. The people now a days break down at the slightest discomfort and get enraged even at the slightest disagreement. There is a dire need to overhaul education system with regard all its aspects i.e. Curriculum, Pedagogy, Teacher & Evaluation so that it caters to the holistic development of the learners. One of the components of English language curriculum is a text book which is a medium to reach the goal of optimal development of the learners through its planned contents. This research attempts to find out the intricacies of transformative learning theory that may be applied directly to the classrooms. Transformative learning was proposed by Jack Mezirow, an American sociologist. His process of transformationis comprised of ten phases where a person faces a disoriented dilemma and then finally tries out the new learning. This theory was first proposed for the adult learners and promised a positive change in the behaviour of the adults. We should not wait for the damage to take place then work for its remedy rather some elements of transformative learning should apply at the schoollevel itself so that the behaviour may be moulded at its blooming stage.

Key words: Transformative learning, Value education, Secondary level, English Textbooks

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Title: A study of the Role of the Transformative Learning in Enhancing Values through Literature at Senior Secondary Level

Introduction:

The education system aims at inculcating life skills and core competencies among the students. But the violence, riots, and hatred all around clearly indicates that the youth is not prepared to communicate, empathize, care for others, and critically analyze the situation. It is awful and devastating for the educationists and other stakeholders to transform the entire education system and aim at establishing universal harmony. There are other serious issues: that our earth has turned into a dump yard, seawater is rising at alarming levels, schools are being shut due to a newly introduced vacation like pollution after Diwali. The pandemic recently has shaken the human race. Scenes of communal violence have become a daily routine. Now we have advanced way ahead in terms of technology, but we have failed miserably in some other respects. It is high time that we restructure the education system so that system of education may aim at establishing universal harmony: harmony within an individual, harmony within the family, harmony within the society and most importantly harmony with nature.

The youngsters need to be equipped with 21st-century skills. They must learn how to cope up with the tough situations like this. The values such as love, affection, care, self-esteem, empathy, compassion need to be inculcated among the young minds. We need to focus on the development of core competencies. Learners should become the agent of social change. They must participate whole heartedly in the social process. They must be able to receive the knowledge, ideas, believe system with rational thinking. They must analyse the information critically and then accept them. They must be able to honour the opinion of others as well.

The content and pedagogy at school level should also be designed so as to develop the required skills and core competencies among the students. It should aim at providing global citizenship education. It should ensure the social emotional development of the students.

The newspaper is filled with the news of crime, threat, violence, and riots. Transformative learning has proved effective by bringing a change in the structure of the basic area of thought, feelings and actions. definition proves that the fact that learning is complex and multifaceted is a lie. as per Jack Mezirow and his team of fellow researchers the respondents experienced a transformation in themselves and they identified ten phases of transformative learning. these phases are given as a disorienting dilemma, a self-examinations with feelings like anger or shame, critically analysed assessment of assumptions, realising the fact that our feeling discontent, and our efforts to transform ourselves are shared by others too. It further leads to exploring various options for acquiring a new role, planning an action plan, acquiring knowledge, skills and attitudes to implement the plans, trying out the new roles provisionally, building of competency and acquiring confidence in the newly found roles and relationships, a reintegration of one's life on the basis of the conditions. the key ideas of Jack Mezirow's theory of transformative learning and the concepts of this orienting dilemma, meaning schemes, meaning perspectives, transformation of perspective, change in the frame of reference, levels of learning processes, habits of mind and critical self-reflection.

"Education in the true sense should empower individuals to clarify their values; to enable them to take conscious and deliberate decisions, taking into consideration the consequences of their actions, to choose the way of peace rather than violence, to enable them to be makers of peace rather than only consumers of peace."
National Curriculum Framework, 2005

Having experiences, creating assumptions, challenging viewpoints, and engaging in transformative learning are the four phases. Then, transformative learning turns into a novel encounter.

In his study of women who were excellent students at public colleges, Jack Mezirow identified eleven phases that usually occurred. The first of Mezirow's three main themes, the dilemma, is represented by this conundrum.

We can address misconceptions in our views and mistakes in problem-solving through reflection. A critical reflection entails examining the underlying assumptions that underpin our opinions.

Critical thinking is learning to think without any sort of bias. It puts forth a logically reasoned judgment, where a person thinks in the light of knowing. We expect all teachers to develop critical thinking among their students. This is how education and teachers can contribute in making a strong society. Teachers can impart only those values that they themselves have. Therefore, there is a need to develop critical thinking among the teachers also. It is important that the tool of critical thinking should be used for bringing about positive changes in an individual. We should avoid blaming others and start taking steps in the process of transforming ourselves as well as the world.

. These days we realize that the present generation is using the ability to analyse logically on everyone else around them and not applying the same on themselves. This makes the young generation irresponsible, opinionated, rebellious and devoid of any clear direction. Thus, critical thinking should be done to introspect and transform oneself. Without first transforming ourselves, our efforts of changing the world are futile. The failure in transforming the world leads to broken families and relationships, chaotic societies, unsatisfied people, ecological imbalances, and a world without harmony. Education is the only way to transform from this internal chaos to internal and external harmony.

Transformative learning is the purpose of education. While on the journey to transformation, person takes every opportunity to learn with awareness and consciousness. This learning brings about a positive change within and without, i.e., with oneself and with society. Hence, transformative learning facilitated with critical thinking changes the consciousness of people from that of animal consciousness to human consciousness. Such people with human consciousness will form prosperous families, united society, and sustainable and harmonious world.

Rationale of the study:

This study is an attempt to analyze the theory of Transformative learning in terms of school education so that the outcome of Transformative learning i.e., change in the behaviour and perspectives of children may be achieved. Through the widening of consciousness i.e. transformative learning, a person can start critically examining their thoughts and feelings. They test their assumptions, and the sense of purpose.

People experiencing this kind of transformative process completely turn everything upside down and change their beliefs, presumptions, and their experiences into new expressive viewpoints. According to the notion, transformative learning makes the people more self-motivated, self-reliant, logical, collaborative, and empathic.

In essence people acquire a capacity to reflect on all the matters of their life. Usually people take the matters for granted, but this approach make them to reflect on all matters.

American sociologist Jack Mezirow was pursuing his education at Teachers College, Columbia University. Through his original research and further research, he realised that people face new learning situations and they do not adapt their old methods; rather, they acquire new viewpoints and see how the things and events have changed.

Three essential elements of the transformative learning theory support adult learners' learning and transformation. These include logical dialogue, the importance of experience, and critical reflection. Mezirow claims that the two prominent themes of transformative learning are given as instrumental learning and communicative learning. Goal-oriented problem solving, and the cause-and-effect analysis are the main objectives of instrumental learning. While Communication of desires, needs and feelings is the core idea of communicative learning.

Hence an attempt is being made to apply these three elements in English Language classrooms so that logical dialogue, experience, and critical reflection may become part of the lesson plan and assignments.

Review of related literature:

Mezirow (2003) focuses on the epistemology of transformational learning in adult education in this essay. A distinct adult kind of metacognitive thinking is known as transformative learning. The process of developing and evaluating arguments for beliefs that lead to decisions to act is known as reasoning. When a belief is supported by solid arguments, it might be considered justified. Reasoning may be influenced by implicit knowledge like skills, aptitudes, and core competencies. This essay examines how reasoning occurs in context of critical-dialectic discourse. It also studies the intersubjective communicative learning process by which adults evaluate their beliefs. It studies implications for democratic citizenship in people and adult education.

Kitchenham (2008) conducted a study and examines Mezirow's transformative learning. It is examined from its origin to its most recent definition in this essay. The review expands Taylor's earlier ideas, but this holds a difference than its review. His history of transformative learning mostly rely on Mezirow's writings to legitimize the conversation and provide evidence from the bodyof material that has already been published. The article starts off with explanation of the stages of transformative learning as suggested by Mezirow. And it continues upto the influences of other works on the theory, moves into criticisms of the theory, and ends with a study of its development and evolution.

Brock (2010) Since Jack Mezirow first proposed transformative learning more than thirty five years ago in the form of a theoretical description of the phases students go through to change their worldviews,it has played a worthy role in the development of adult education. Despite this, there hasn't been any quantitative research done on the incidence of transformative learning or the ten phases Mezirow anticipated would come before it. The incidence of transformative learning and each of the 10 antecedent phases are reported in this study of two hundred and fifty six undergraduate students of a business school. Respondents reported more transformative learning the more steps they couldrecall taking. The processes of disorienting and dilemmatic situations and putting on new roles were followed

by the step of critical reflection, which was related with the highest rate of reporting transformative learning.

Bhardwaj A. (2016) says that India urgently needs a teaching and learning system that places a strong emphasis on instilling in its young children the moral principles they must adopt and internalise. Morality, honesty, character, spirituality, and many other virtues are taught through value-based education. It builds many qualities in a person like humility, strength and honesty. They develop into better country residents. High moral standards mean that no one will ever defraud another person. People need to be taught the feeling of cooperation. In this way they will work hard and make their life as well as others life happy.

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Value education is a process that teaches us to give value to others. It can be in any form , in the form of an activity where people are helped by others in an organisation. They may be helped even by people who are older, at a higher position in hierarchy, or having more experience then them. They may have more experience of identifying the values in their behaviour, and also evaluate the aptness of their behaviour. in this way they ensure the well being of not only themselves but also of others.

Ura, n.d., (2009) reports on Gross national happiness in Japan. Value education is considered very important for gross national happiness in Bhutan. Buddhist influence make it important to keep value as central in the education system. The role of the teacher in instilling ethical maturity may not be ignored. The Buddhist approach emphatically pronounces that taming of one's emotions especially negative ones is very crucial so that we may ensure inclusivity and our connections to others.

Transformative learning has always been defined as change or transformation of meaning perspectives frames of reference, and habits of mind.

Review of 27 textbooks is done with a view to value education. typological errors have also been found.

Gomez C. L. et al., (2017) conducted a study and their article highlights the value education's importance for Russian educational institutions. The author serves as a role model by presenting the Indian conception of value education and what it should entail, as determined by several Indian researchers. The concept of "value" is presented from various angles, particularly Russian and Indian. Human kindness and generosity are based on the teaching of core principles like compassion and caring. In order to establish a solid moral foundation in human existence and provide the potential for future success, teaching values is a crucial element that is required.

As a result, putting a value emphasis on education will aid the learner in understanding how to shape their conduct in the desired direction, establishing their position in life by fortifying their beliefs and fusing knowledge, ideas, attitudes, and behaviour. Additionally, it will assist the individual in determining their life objectives and the steps necessary to take in order to fulfil them and integrate fully into society. For the younger generation, value education offers inspiration and direction. It develops character, which is crucial for progress in both individuals and society at large. In society, it promotes the development of healthy relationships. People should learn about life and its meaning through education. It ought to illuminate the situation while purifying and elevating the heart.

It must foster qualities in order to raise students' moral, spiritual, and social standards.

The authors contend that combining academics with value education would be an effective strategy for instilling values in the students.

Value education, value categories, value integration, education, and students are some related terms.

Altıkulaç (2016) focuses on the evolution and construction of spiritual and moral educationin India in this article. The greater focus on concerns related to the spiritual and moral rejuvenation of society is what makes the researched subject relevant now. The dialectical approach, which enabled the identification and presentation of the stages of creation of spiritual and moral education in various historical eras, is the most effective strategy for solving the problem under investigation. The authors argue that the Indian educational system imparts spiritual and moral education through students' attraction to moral principles and attitudes toward themselves, other people, and their environment.

Dirx John M (2016) proposed that the unconscious of a human mind is very strong in shaping consciousness. It is made up of groups or clusters of energy in the form of psychic energy or "selves". When one is angry at something there is a juxtaposition of their unconscious with the outer and m,ore clear conscious world. The things in the learning environment evoke certain energies within their unconscious world that helps to express certain aspects of a their particular self. Similarly when a learner makes interaction with the text given in the textbooks this often leads to expression of one or more of these inner or unconscious selves. Learners usually recognise and call these different states as joy, hatred, anger and excitement. This technique can be applied to the classrooms by helping the learners to recognise and name emotions and feelings and ideas linked with their learning experience. For example assign a work to the students and ask the students to name the emotions and feeling associated with that experience or hold a meeting in the classroom and ask the students to name the emotions and feeling they had during the meeting. Ask the students torecord their emotions and feelings in writing in the form of journals. They may be asked to make a drawing or painting based on their experience and then write something about that experience. Transformative learning do not necessarily require that some dramatic event is required, simple everyday events may be taken and imaginative engagement may be done with that event.

Knud Illeris (2014) conducted a study and found the definition of the theory and approach of transformative learning too narrow. He states that the definition given in regard to transformative learning that it is transformations of meaning perspectives, frames of references and habits of mind is too narrow and it is not cognitively oriented. The social-emotional conditions are also important. Therefore, a broader, more updated and a new definition is required. Hence he introduced the term 'identity' in the definition. He emphasizes that the definition should include the term ' identity'.

This concept is basically used when we talk of adults, but definitely, development tis a process that goes starts at birth and goes up to childhood and youth. It sets the environment and conditions which make transformation to take place. It is important to note that development starts with what we term as searching processes. It is an advanced kind of learning based on trial and error. It diffuses drafts of behaviour and understanding and later try them out. These behaviours are slowly adjusted and sometimes not accepted. this leads to the constructions of new trials.

Objectives:

1) To study the concept of transformative learning theory founded by Jack Mezirow.
2) To study the scope of transformative learning in the context of school education.
3) To study the scope of transformative learning through English textbooks.
4) To study the relevance of transformative learning through textbook at secondary level.
5) To study the perception of teachers towards value education through textbook at secondary level.

Methodology:

A qualitative study of the theory and practices of transformative theory by Jack Mezirow will be done.

Group discussion with the Trained Graduate Teachers and Post Graduate Teachers of English will be done to find the relevance of value education at secondary level of school education.

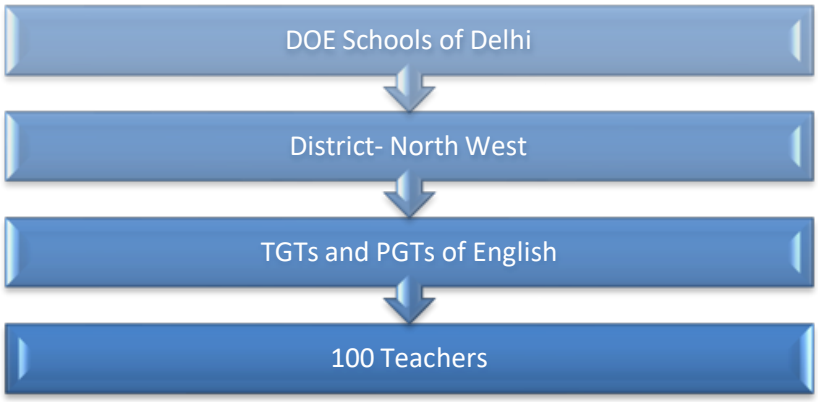
Interviews of teachers teaching at secondary level will be done to find out the applicability of the transformative theory of learning at school level.

Data Collection:

Analysis of books by Jack Mezirow- The theory of Transformative learning will be read in detail.
Focussed Group Discussion (FGD) schedule for TGT and PGT English teachers at Delhi Govt. Schools- The teachers teaching at senior secondary level will be consulted regarding their choice of chapters in terms of value education.
The strength and weakness of each chapter will be discussed.

Interview schedule for TGT and PGT English teachers.

Sample: Focussed group discussion will be conducted with 100 teachers of DOE who are teaching English at secondary stage. Interview of 20 TGTs or PGTs of English subjects will be conducted.



Data Interpretation:

Data will be interpreted in qualitative terms. The books by Jack Mezirow will be analyzed. Efforts will be made to find the relevance of transformative learning at school level. The responses given by the teachers will be qualitatively analysed and the important points that most of the teachers point out will be noted down. The focus group discussion will bring out some more important point that we may not be covering in the first instance.

Expected Outcomes of the Research

This research will give a whole new outlook to the transformative learning theory in the present context. Transformative learning theory is an under-utilized theory in terms of school education and it has a hold of potentials. By reviewing this theory in the present context will open up new arenas where this theory may be applied.

Some elements of this theory may be directly applied in school classrooms. We can raise our students to live with human consciousness right from the beginning. While applied on

classroom situations this theory can open up the paths to value education at school level. English textbooks have an impressive power to bring about positive changes in the behaviour, attitude and skills. This research will analyse the power of a textbook holding various pieces of literature that are powerful enough to transform a person.

This research will highlight the factors that are to be kept in mind while selecting various pieces of literature to be included in the textbook at school level.

This research will also open up new vistas for teacher trainings, as the teacher trainings of language teachers need to be reimagined in the view of transformative learning through English textbooks.

Limitations of the study:

1) This study will be limited to the transformative learning approach suggested and founded by American sociologist JackMezirow.
2) This study will be limited to the literature as suggested in the textbook at secondary school level in Delhi government schools (i.e. NCERT textbooks of English)
3) This study will be limited to the secondary level of the school education.

Proposed Chapterization

Chapter 1- Introduction

Chapter 2- Review of Literature

Chapter 3- Research Methodology

Chapter 4- Discussions and Findings

Chapter 5- Conclusions and Further Recommendations

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by Savita Joon

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